
Examining Hispanic Servingness

BACKGROUND

The University of Texas (UT) System – with 44.0% Hispanic students – reflects the state we serve, where 42.3% of the Texas population ages 18-24 are Hispanic. Six UT System academic institutions are designated Hispanic-Serving Institutions (HSIs) by the U.S. Department of Education – UT Arlington, UT Austin, UT El Paso, UT Permian Basin, UT Rio Grande Valley, and UT San Antonio. Institutions must have undergraduate full-time equivalent (FTE) enrollment that is at least 25% Hispanic and must apply to receive the HSI designation. Several organizations such as the Hispanic Association of Colleges and Universities (HACU) and Excelencia in Education additionally designate Emerging HSIs based on Hispanic undergraduate FTE enrollment ranging 15-24.9%. All UT System academic institutions that are currently not already a federally designated HSI can be considered an Emerging HSI based off these enrollment guidelines.

The following brief dives into UT System data to assess how well we are serving our students, with a focus on degree completion. To conceptualize servingness, this brief utilizes the Multidimensional Conceptual Framework of Servingness in HSIs¹. The framework offers a structure for assessing how well Hispanics are being served and outlines a series of academic and nonacademic outcomes they recommend institutions examine. This brief presents data for several of the metrics identified in the framework, along with additional completion metrics relevant for UT System. Where possible, the Integrated Postsecondary Education Data System (IPEDS) is used as a data source to allow for comparison to the median of all four-year public HSIs. Other metrics rely on the Texas Higher Education Coordinating Board (THECB) CBM Reports and the National Student Clearinghouse. Data for all students is presented on each metric as a way to assess how well we are serving all of our students alongside an examination of Hispanic servingness. Hispanic student data is disaggregated by gender throughout, and Pell status where available, to better understand differences within subgroups. We additionally present data for all UT System institutions regardless of HSI status, to assess how we are serving our students systemwide. Graduate-level data is presented where applicable.

KEY FINDINGS

- UT System enrolls a high percentage of Hispanic students at both the undergraduate and graduate levels. We see a larger share of undergraduate students who are Hispanic than graduate-level students at every UT System academic institution.
- Hispanic faculty has a larger share of the Non-Tenure/Non-Tenure-Track group compared to those with Tenure or On-Tenure-Track. As may be expected, the three UT System academic institutions not federally designated as HSIs had the lowest percentages of Hispanic faculty.
- The 6-year graduation rate is higher for Hispanic female students than Hispanic male students, mirroring the overall trend in graduation rates by gender. Hispanic females at HSIs nationwide have a 12.1 percentage point higher 6-year graduation rate than Hispanic males. Compared to that, UT System has a lower Hispanic gender gap at almost every academic institution.
- Female Hispanic transfer students also outperform their male counterparts when examining the percentage of transfer students who graduate in four years. There was no trend observed in the 4-year graduation rate for Hispanic transfer students by Pell status, as Hispanic non-Pell students outperformed Hispanic Pell students at some institutions, while the inverse was true at others.
- At almost every UT System academic institution, a higher percentage of Hispanic male students earned STEM degrees compared to the public four-year HSI median, and Hispanic females at some institutions completed STEM degrees at a higher rate compared to HSIs nationwide.

¹ Garcia, G. A., Núñez, A.-M., & Sansone, V. A. (2019). Toward a Multidimensional Conceptual Framework for Understanding “Servingness” in Hispanic-Serving Institutions: A Synthesis of the Research. *Review of Educational Research*, 89(5), 745–784. <https://doi.org/10.3102/0034654319864591>

- A larger proportion of Hispanic males are awarded STEM degrees than Hispanic females, mirroring the trend seen in STEM degrees awarded by gender.
- Hispanic females and Hispanic non-Pell students went on to earn a graduate-level degree at higher rates when compared to Hispanic males and Hispanic Pell recipients.

METRICS

Hispanic Student Enrollment

Table 1 displays the percentage of the undergraduate student population and graduate student population that are Hispanic. The data is displayed for UT System academic institutions as well as the median from public four-year HSIs nationwide. Across all UT System academic institutions as well as HSIs nationwide, Hispanic students make up a smaller portion of graduate-level enrollment in comparison to the undergraduate student body.

Table 1. Hispanic Enrollment, 2022-23

Institution	% Hispanic Undergraduate-Level Students	% Hispanic Graduate-Level Students
UTA*	36.8%	16.5%
UTAUS*	27.9%	13.4%
UTD	18.2%	3.9%
UTEP*	87.2%	66.2%
UTPB*	51.7%	37.9%
UTRGV*	93.5%	77.1%
UTSA*	60.3%	47.1%
SFA	21.1%	15.7%
UTT	25.7%	16.4%
Public HSI Median	36.5%	24.3%

Source: Integrated Postsecondary Education Data System (IPEDS)

Hispanic Faculty by Tenure Status

Table 2 presents Hispanic faculty, showing the percentage of all Tenure/Tenure-Track faculty that are Hispanic, as well as the Hispanic proportion of Non-Tenure/Non-Tenure-Track faculty. Hispanic faculty tend to have slightly higher representation in the Non-Tenure/Non-Tenure-Track group. Examining the median for public four-year HSIs nationally, 9.0% of Tenure/Tenure-Track faculty were Hispanic compared to 11.3% of Non-Tenure/Non-Tenure-Track faculty. Most UT System academic institutions were in line with that nationwide trend. The most notable differences were at UT El Paso and UT Rio Grande Valley where Hispanic faculty made up a much larger portion of Non-Tenure/Non-Tenure-Track faculty, and at Stephen F. Austin University where the Hispanic Tenure/Tenure-Track group was slightly higher. As may be expected, the three UT System academic institutions not federally designated as HSIs had the lowest percentages of Hispanic faculty.

Table 2. Hispanic Faculty, Fall 2022

Institution	% Hispanic Tenure/Tenure-Track Faculty	% Hispanic Non-Tenure/Non-Tenure-Track Faculty
UTA*	6.5%	7.8%
UTAUS*	9.5%	12.3%
UTD	2.7%	2.5%
UTEP*	28.6%	53.5%
UTPB*	12.6%	15.9%
UTRGV*	26.6%	54.3%
UTSA*	18.1%	23.1%
SFA	5.5%	2.4%
UTT	5.2%	6.9%
Public HSI Median	9.0%	11.3%

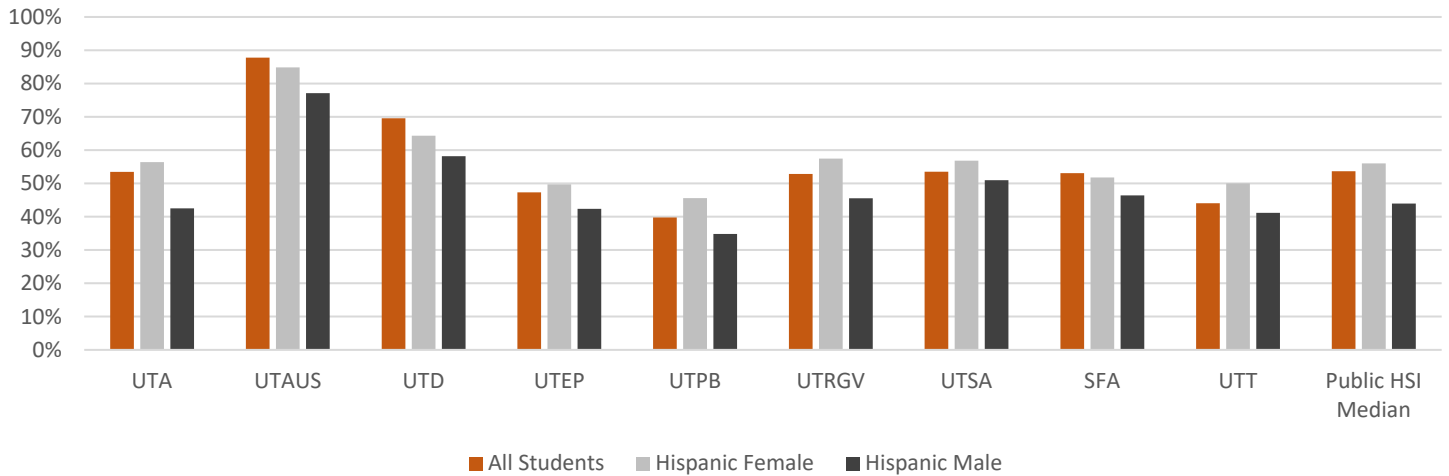
Source: Integrated Postsecondary Education Data System (IPEDS)

6-year Graduation Rate

The 6-year graduation rate for bachelor's-level students is displayed in Figure 1, where data is shown for all students, Hispanic females, and Hispanic males. A comparison of the public four-year HSI median from IPEDS is also presented. Hispanic females graduate in six years at a higher rate than do Hispanic males, with the largest gaps seen at UT Arlington, UT Permian Basin, and UT Rio Grande Valley. This mirrors the trend across UT System, where female students generally have higher 6-year graduation rates than male students, regardless of race/ethnicity. Hispanic females had similar 6-year graduation rates (i.e., within 5 percentage points) compared to females overall at most institutions, with the exception of UT Dallas and Stephen F. Austin where Hispanic females had a lower 6-year graduation rate than females overall. Hispanic males also had similar rates (i.e., within 5 percentage points) compared to males overall at most UT System academic institutions, except for UT Arlington, UT Austin, and UT Dallas where the graduation rate for Hispanic males was lower compared to males overall.

When comparing UT System 6-year graduation rates to the public four-year HSI median, Hispanic females at several UT System academic institutions outperform the nationwide HSI Hispanic female 6-year graduation rate. Hispanic males also outperform the nationwide HSI metric for Hispanic males in multiple instances. Hispanic females at HSIs nationwide have a 12.1 percentage point higher 6-year graduation rate than Hispanic males. Compared to that, UT System has a lower Hispanic gender gap in every institution, with the exception of UT Arlington where Hispanic males have a 13.9 percentage point lower 6-year graduation rate than Hispanic females.

Figure 1. 6-Year Graduation Rate for Baccalaureates, Fall 2016 Cohort



Source: Integrated Postsecondary Education Data System (IPEDS)

Table 3 additionally presents the percent of the Fall 2016 entering cohort that were first-time full-time degree-seeking (FTFTDS) students, as this is the subset of students captured in the official 6-year graduation rate presented in Figure 1. These percentages are important context to consider, as the proportion of the entering cohort that is captured in the FTFTDS population varies widely by institution. When comparing the Hispanic female, Hispanic male, and all students FTFTDS percentages, the proportions captured in the FTFTDS group are generally consistent. There are a few differences that stand out – Hispanic female students at UT Dallas had a lower proportion of FTFTDS students compared to the percentage of FTFTDS students for the overall cohort and Hispanic males; Hispanic males at UT Permian Basin had a higher proportion of FTFTDS compared to FTFTDS Hispanic females and FTFTDS overall; and Hispanic males at UT Tyler had a lower proportion of FTFTDS students compared to the percentage of FTFTDS for Hispanic females the overall cohort.

Table 3. Percent of Cohort who were First-time Full-time Degree-seeking, Fall 2016 Entering Cohort

Institution	% FTFTDS from Fall 2016 Cohort of All Students	% FTFTDS from Fall 2016 Cohort of Hispanic Female Students	% FTFTDS from Fall 2016 Cohort of Hispanic Male Students
UTA*	38.5%	36.1%	44.3%
UTAUS*	76.3%	77.7%	76.6%
UTD	59.9%	43.6%	55.9%
UTEP*	57.8%	58.9%	61.5%
UTPB*	47.5%	53.3%	61.8%
UTRGV*	68.6%	68.7%	69.0%
UTSA*	61.9%	63.7%	57.9%
SFA	70.7%	75.3%	72.5%
UTT	43.6%	44.4%	34.9%

Source: Texas Higher Education Coordination Board CBM 001

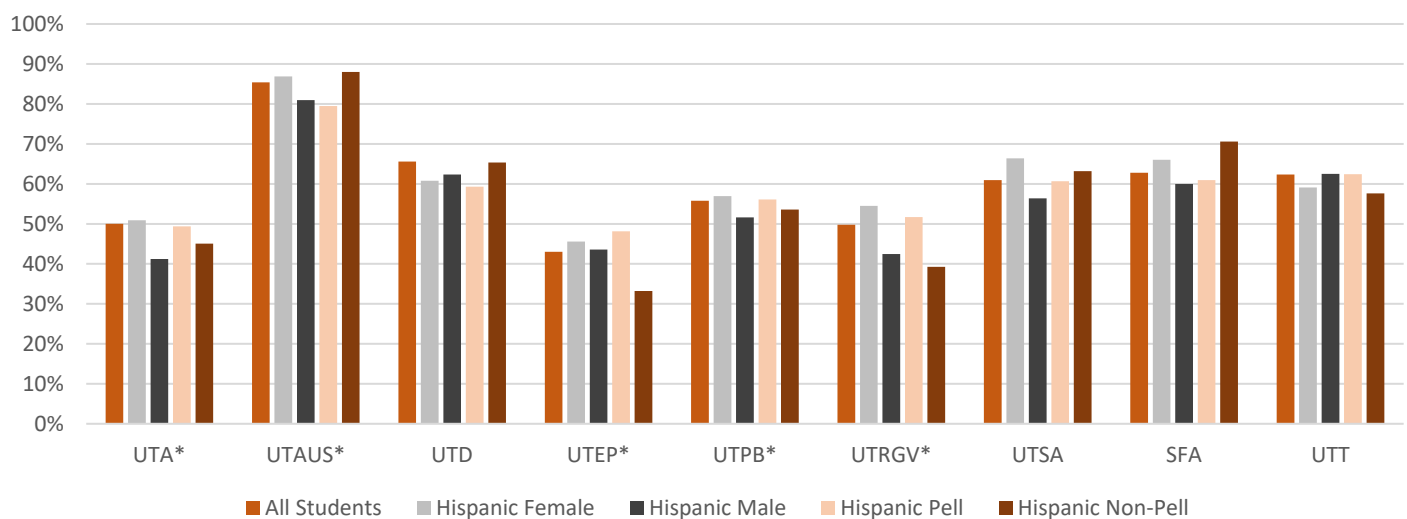
4-year Graduation Rate for Transfers

Figure 2 presents the 4-year graduation rate for transfer students, allowing a view of completion data for some students not captured in Figure 1 since they are not FTFTDS students. Data for Hispanic female and male students is presented as with the last metric, and Hispanic Pell and Hispanic non-Pell student data is additionally available here. The performance difference between Hispanic Pell transfers and Hispanic non-Pell transfers varies widely across institutions. UT El Paso and UT Rio Grande Valley have Pell transfer completion rates that are greater than non-Pell transfer completion rates by over 10 percentage points, whereas UT Austin and Stephen F. Austin had Hispanic non-Pell transfer completion rates

about 9 percentage points higher than those of Hispanic Pell transfers. The Hispanic Pell 4-year transfer completion rate was largely in line (i.e., within 5 percentage points) with the overall Pell rate, regardless of race/ethnicity, as was the rate for Hispanic non-Pell compared to overall non-Pell, with two exceptions. Hispanic Pell transfer students at UT Dallas had a 4-year graduation rate that was seven percentage points lower than Pell students overall, and Stephen F. Austin non-Pell Hispanic transfers were six percentage points higher than non-Pell transfers overall.

When examining the 4-year transfer graduation rate by gender, we see that Hispanic males are less likely to complete within four years compared to their Hispanic female counterparts. UT Rio Grande Valley, UT San Antonio, and UT Arlington have Hispanic female transfer students completing within four years at a rate of 10 or more percentage points higher compared to Hispanic males. Hispanic females had similar 4-year transfer completion rates compared to females overall at most institutions, with the exception of UT Dallas (Hispanic females were 7 percentage points lower) and UT Tyler (Hispanic females were 5 percentage points lower) where Hispanic females had lower transfer graduation rates than females overall. Hispanic males also had similar rates compared to males overall at most UT System academic institutions but were lower than the transfer graduation rate for males overall at UT Arlington (6 percentage points).

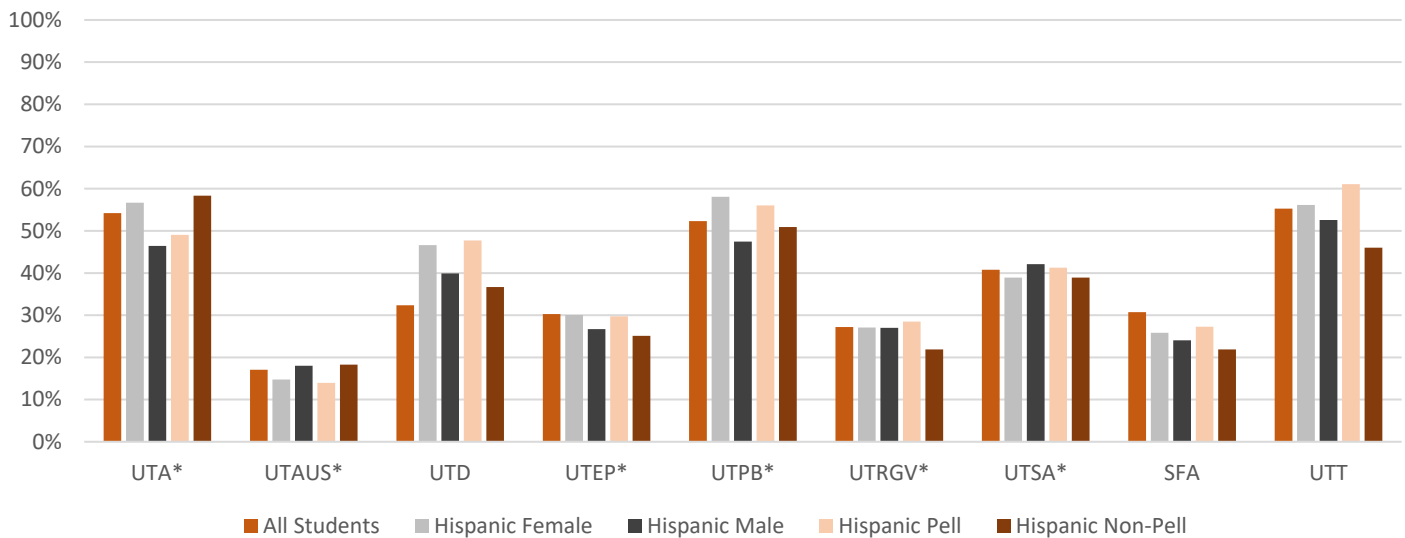
Figure 2. 4-Year Graduation Rate for Baccalaureate Transfer Students, Fall 2019 Cohort



Source: Texas Higher Education Coordination Board CBM 001 & 009

Figure 3 shows the proportion of the fall 2019 cohort that entered as transfers, which adds context to the transfer graduation rates presented in Figure 2. The transfer population varies widely by institution. UT Austin has the lowest percentages of transfers while UT Arlington, UT Permian Basin, and UT Tyler have high proportions of transfers across all subgroups. When comparing Hispanic Pell students and Hispanic non-Pell students, Hispanic Pell students have a higher percentage of students entering as transfers for the majority of the institutions. At most UT System academic institutions, a larger percentage of female Hispanic students enter as transfers compared to Hispanic males. Entering major was examined to understand transfer patterns by gender but were found to be consistent with the patterns seen with FTICs. UT Dallas, in general, shows the highest percent of Hispanic transfer students across all Hispanic subgroups in comparison to the overall cohort.

Figure 3. Percent of Cohort who were Transfers, Fall 2019 Cohort

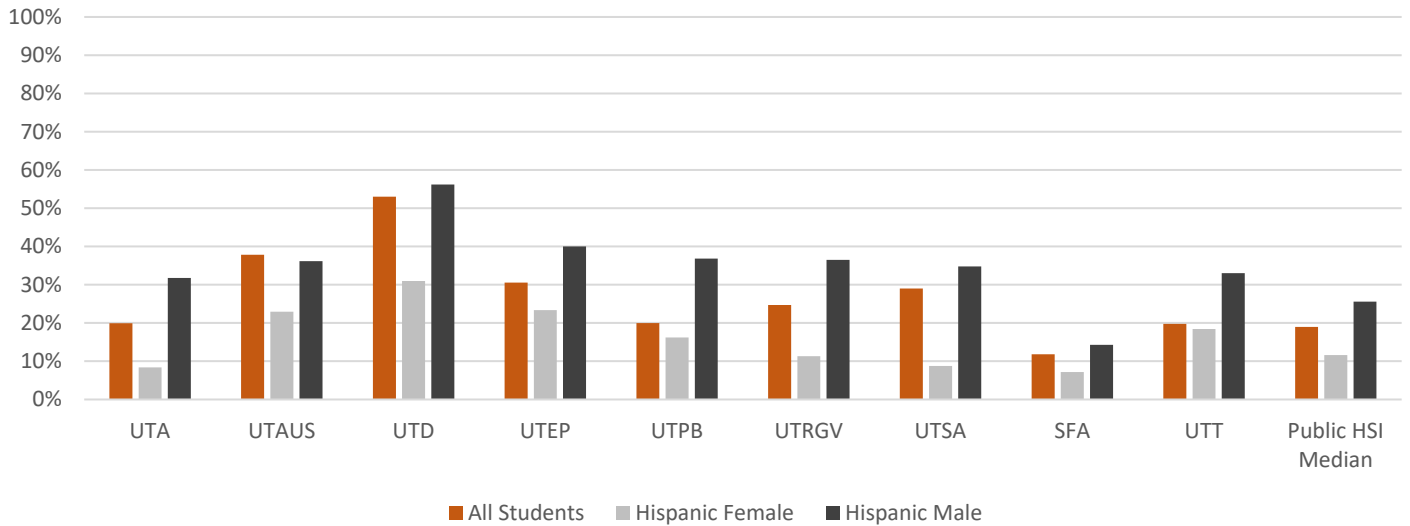


Source: Texas Higher Education Coordination Board CBM 001

STEM Degree Completion

Baccalaureate STEM degrees. Figures 4 and 5 illustrate STEM degree awards for undergraduate-level and graduate-level students. These display STEM degrees as a percentage of all degrees awarded (e.g., STEM degrees awarded to Hispanic females / all degrees awarded to Hispanic females), as well as a comparison to the public four-year HSI median. At the undergraduate level, a larger proportion of Hispanic males earned STEM degrees than did Hispanic females. This mirrors the trend in STEM degrees awarded to all students between genders, regardless of race/ethnicity. Comparing STEM degree completion rates for Hispanic females to females overall, we see the rate of STEM degree completion for Hispanic females is lower by five percentage points or more at about half of the UT System academic institutions (UT Austin, UT Dallas, UT Rio Grande Valley, and UT San Antonio), and higher by five percentage points or more at UT Permian Basin and UT Tyler. Similarly, Hispanic males are earning STEM degrees at lower rates (5 percentage points or more) than males overall at multiple institutions (UT Arlington, UT Austin, UT Dallas, UT San Antonio, Stephen F. Austin, and UT Tyler). A higher percentage of Hispanic male students at each UT System academic institution (ranging from 32% to 56%) earned STEM degrees when compared to the median for Hispanic males at HSIs nationwide (26%), with the exception of Stephen F. Austin (14%). At select UT System academic institutions, Hispanic females completed STEM degrees at a higher rate compared to the median for public HSIs nationwide (12%), including UT Austin (23%), UT Dallas (31%), UT El Paso (23%), UT Permian Basin (16%), and UT Tyler (18%).

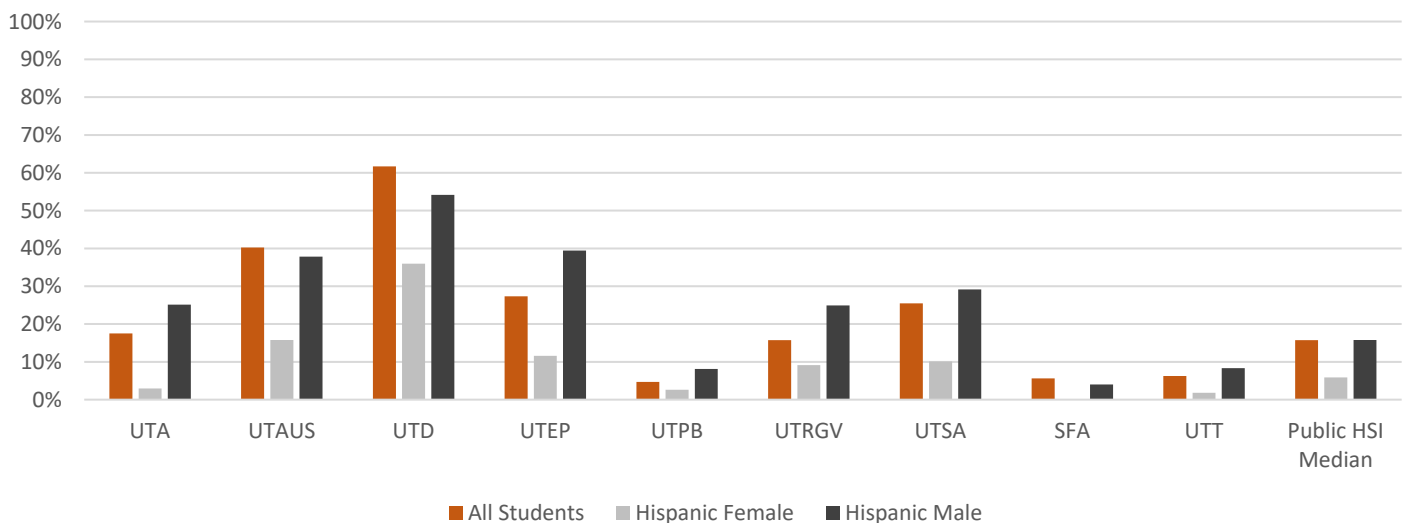
Figure 4. STEM Degrees as a Percentage of all Bachelor’s-level Degrees Awarded, FY 2022



Source: Integrated Postsecondary Education Data System (IPEDS)

Graduate STEM degrees. Similarly, Hispanic males earned a larger proportion of graduate-level STEM degrees than Hispanic females at every UT System academic institution and for the public four-year HSIs nationwide median as seen in Figure 5. This mirrors the trend in STEM degrees awarded to all students between genders, regardless of race/ethnicity. Comparing STEM degree completion rates for Hispanic females to females overall, we see the rate of STEM degree completion for Hispanic females is lower by five or more percentage points at about half of the UT System academic institutions (UT Arlington, UT Austin, UT Dallas, and UT San Antonio). Similarly, Hispanic males are earning STEM degrees at lower rates than males overall at about half of our institutions (UT Arlington, UT Austin, UT Dallas, UT San Antonio, Stephen F. Austin, and UT Tyler). However, UT System is still awarding a larger proportion of STEM degrees to Hispanic students at many institutions compared to the median for Hispanic gender subgroups at public HSIs nationwide – five institutions awarded a larger proportion of graduate-level STEM degrees to female Hispanic students (6% HSI median, compared to a range of 9-36% at UT Austin, UT Dallas, UT El Paso, UT Rio Grande Valley, and UT San Antonio), and six institutions awarded a larger proportion of graduate-level STEM degrees to male Hispanic students than HSIs nationally (16% HSI median, compared to a range of 29-54% at UT Arlington, UT Austin, UT Dallas, UT El Paso, UT Rio Grande Valley, and UT San Antonio).

Figure 5. STEM Degrees as a Percentage of All Graduate-level Degrees Awarded, FY 2022

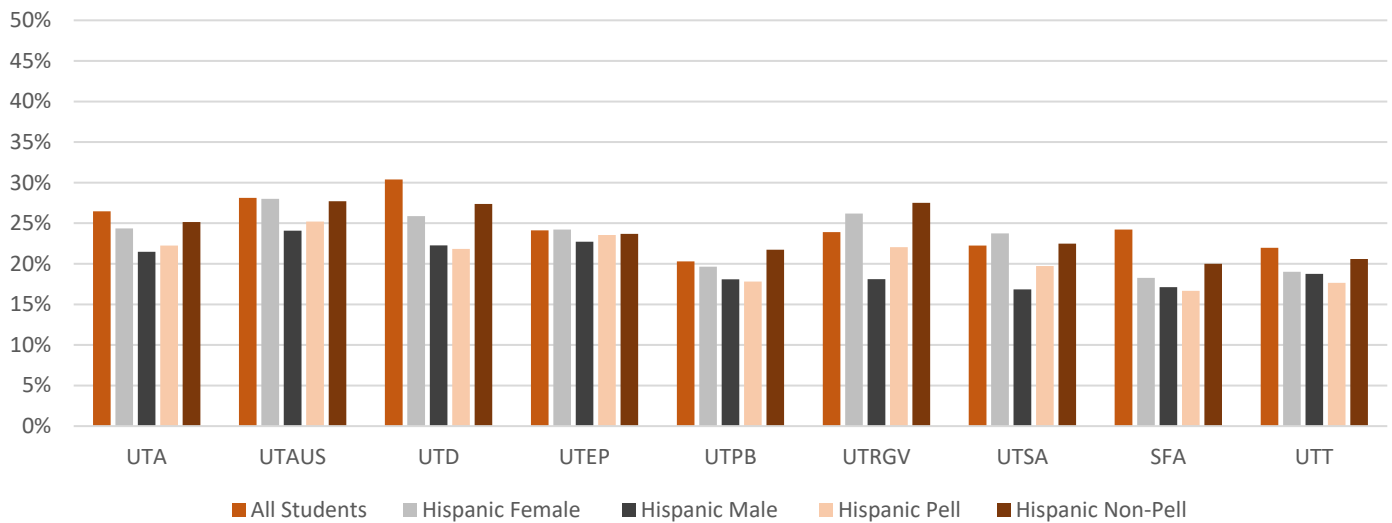


Source: Integrated Postsecondary Education Data System (IPEDS)

Graduate Degree Earned after Baccalaureate Completion

Figure 6 depicts the percentage of students from the 2017 cohort of baccalaureate graduates who went on to earn a graduate-level degree. Non-Pell Hispanic students have a higher graduate degree completion rate than Hispanic Pell students. This is consistent with the pattern we see amongst all students based off Pell status, regardless of race/ethnicity. Hispanic Pell recipients generally earn graduate-level degrees at similar rates to Pell recipients overall (i.e., less than a 5 percentage point variation at all institutions except at Stephen F. Austin where Hispanic Pell was lower), as do Hispanic non-Pell recipients compared to non-Pell students overall (i.e., under 5 percentage point variation except at Stephen F. Austin and UT Dallas where Hispanic non-Pell was lower). When comparing Hispanic males to Hispanic females, Hispanic females have a higher rate of graduate degree completion. This is consistent with the pattern we see on this metric for all students when disaggregating by gender, regardless of race/ethnicity. Hispanic females generally earn graduate-level degrees at similar rates to females overall (i.e., under 5 percentage point variation, except at UT Dallas, UT Tyler, and Stephen F. Austin where the female Hispanic rate was lower), as do Hispanic males compared to males overall (i.e., under 5 percentage point variation except at UT Arlington where the male Hispanic rate was lower).

Figure 6. Graduate-level Degree Attainment, 2017 Baccalaureate Graduates

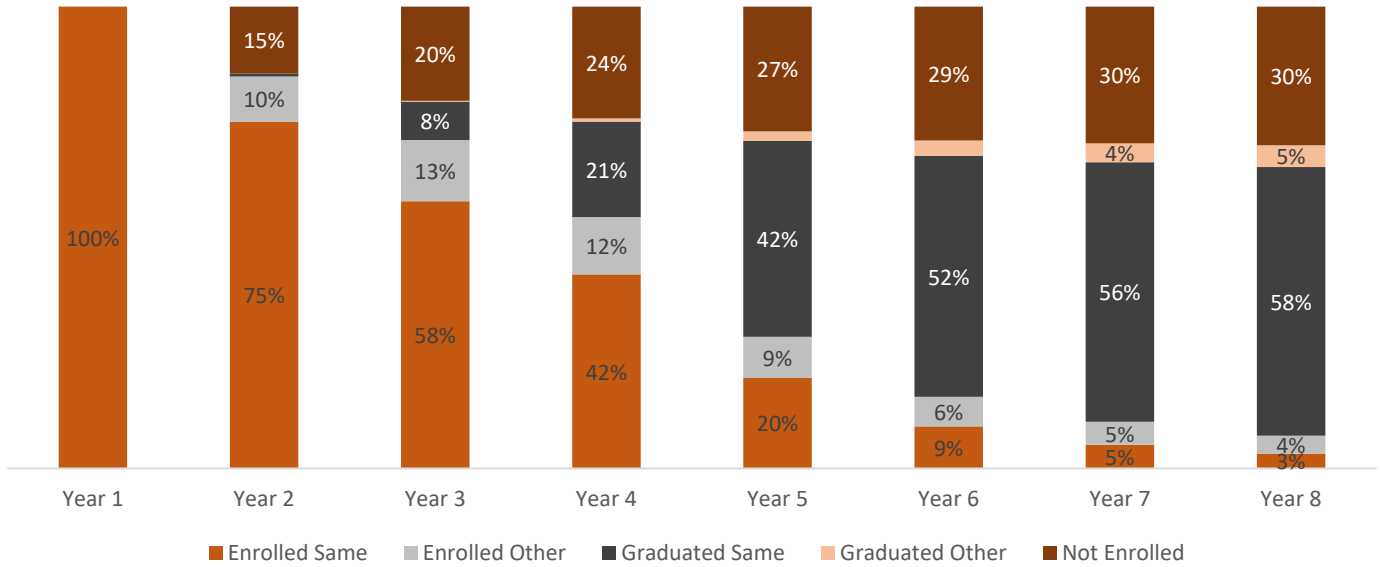


Source: National Student Clearinghouse Student Tracker

Enrollment and Graduation Status

In an endeavor to assess servingness and how we set our students up for success, it is important to consider students who do not successfully complete their degree. Figure 7 shows the enrollment and graduation status over eight years for Hispanic students who entered a UT System academic institution in Fall 2013-2015. At the end of eight years, 30.0% of Hispanic students have not completed a degree and are not enrolled at their home institution or another institution nationally, as reported to the National Student Clearinghouse. This metric for Hispanic students is slightly higher compared to UT System academic institutions overall, where 25.0% of all students have not graduated and are not enrolled after eight years. Hispanic student attrition is an important factor to consider when examining Hispanic servingness and considering how a student's time at our institutions is setting them up for success in the next stages of life.

Figure 7. Enrollment and Graduation Status in Years 1-8 After Entry, Hispanic FTICs and Transfers, Fall 2013-2015 Cohorts



Source: National Student Clearinghouse Student Tracker, Texas Higher Education Coordination Board CBM 001 & 009

CONCLUSION

The metrics examined in this brief highlight some areas of success as well as some gaps for UT System Hispanic students. UT System enrolls a higher percentage of Hispanic undergraduate students than Hispanic students at the graduate level. In terms of Hispanic faculty, our federally designated HSIs had the highest percentages of Hispanic faculty members when looking across UT System academic institutions, although we see more representation in the Non-Tenure/Non-Tenure-Track group. Female Hispanic students tend to have better completion outcomes than male Hispanic students, and Hispanic students who are not Pell recipients also tend to have more favorable outcomes than Hispanic Pell recipients, although these trends can vary across institutions and by metric examined. UT System outperforms HSIs nationally on some metrics when considering the four-year public HSI median. The completion data presented in this brief illustrates that overall, we are serving our Hispanic students and all of our students well. We see both encouraging trends as well as areas for growth. As we continue to develop a greater understanding of these shaping factors, we move closer to improving outcomes for all students.